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EXPLORING LITERAL AND INFERENTIAL READING COMPREHENSION ON EIGHT GRADE STUDENTS

(A case study at Eight Grade of SMP PGRI Karangampel)

A THESIS

Submitted to English Language Teaching Department of *Tarbiyah* and Teacher Training
Faculty of *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The
Requirements of Undergraduate Degree



by:

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ABSTRACT

Suhadi (14111310071). *Exploring Literal and Inferential Reading Comprehension on Eight Grade Students of SMP PGRI Karangampel.*

English is an international language, because it has official or special status in at least seventy five countries. As an international language, it has commonly used in various aspect of life such as culture, business, technology, economics, politics etc. In English, there are four skills, they are listening, speaking, reading and writing. From those skills, reading is one of skill that must be studied by people. Reading included importance, through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Mostly, the problem of students in the school is they get difficult to comprehend the text and different level of literal and inferential reading comprehension.

The aims of the research from the thesis are to explore level of literal and inferential reading comprehension mastery of students and to explore students' difficulties in understanding English reading text.

The method of this research is qualitative research. It takes place at SMP PGRI Karangampel. The population of this study were Eight Grade Students that consists of two class and the total numbers are 80 students. While the sample of this research is the class A that consists of 40 students in class but the researcher takes sample is 10 students. The technique and instruments of collecting data for this research are test and interview.

The result shows that level of reading comprehension whom students shown is literal of reading comprehension. The researcher found that there were six students' mastered in literal and two students' mastered in inferential of reading comprehension. Meanwhile, four students have not achieve in the two criteria. Furthermore, based on the interview, the researcher found that most of students felt difficult in identifying main idea and identifying specific word.

Hopefully this research is expected contribute to the following researchers, especially in the material literal and inferential level of reading comprehension. And also it can gives the inspiration and contribution for students who have difficulty in comprehending the text. So that, the students get motivated to always read.

Keywords: Literal, Inferential, Reading Comprehension



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RATIFICATION

This thesis entitled **“Exploring Literal And Inferential Reading Comprehension On Eight Grade Students”** written by Suhadi registered numbers **14111310071**, has been examined on July, 20 2016. It has been accepted by the board of the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

1.1 Research Background

English is an international language, because it has official or special status in at least seventy five countries. As an international language, it has commonly used in various aspect of life such as culture, business, technology, economics, politics etc. Therefore, knowing and studying English become necessity for most people worldwide to communicate and to get information around the world. In English, there are four skills, they are listening, speaking, reading and writing. From those skills, reading is one of skill that must be studied by people. Reading included importance, through reading people can get a lot of information, knowledge, enjoyment and even problem solution. According to Godman (1988), reading is an activity of picking meaning or understanding and it is not just of a row of explicit words (reading the lines), it also involves the meaning behind the rows contained in the row (reading between the lines), and even the meaning lies behind the row of that line (reading beyond the lines). From the statement above the researcher can take conclusion that read can make people improve their understanding and increase their insight about knowledge.

Especially for students, Reading is as one of language skills, it is a very important. When students want to mastering in English language, the students should comprehend the meaning of text. The idea is supported by the fact that reading now has a part of daily life. Reading can not be separated from daily activities. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need enough reading skill. On one occasion, Grabe (2002) states that "the term reading processes refers to cognitive activity involving skills, strategies, attentional resources, knowledge resources, and their integration."

Reading comprehension is an active process that must be developed if a learner wants to be a proficient reader. Comprehension is understand what is said or read and understand what somebody reads that can be viewed according to the

level of comprehension. Furthermore, the teaching of reading needs to include a range of comprehension strategies. Comprehension strategies defined as the 'mental processes' that good readers use to understand text. These strategies need to be explicitly taught towards developing independent readers who engage meaningfully with text. The process of comprehension begins before we start to 'read' and continues even after the 'reading' is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during 'reading' itself. According to Pardo (2004: 272-281), by dividing instruction into pre-reading, during reading and post-reading, teachers can design activities for each stage that will improve students' comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage.

Strategies should be introduced and mastered individually. However, over time the student should develop a repertoire of strategies which they can independently draw on when reading. For this reason comprehension strategies should be developed from the earliest levels of the secondary school across a range of genres and modalities (both print and digital).

In this research, the researcher found out the problem in the process comprehension for students. The majority of them can read of the text, but they get difficult in comprehend text and their different in the level of reading comprehension. Therefore, the teacher use pre-reading strategies strategies like previewing the text and use post-reading strategies like summarizing enable the student get increase comprehension. It is important for educators applying good strategy as the teacher in increase students' comprehension. This is interesting for researcher, the teacher whom applied this strategy for students which achieved the level of literal or inferential reading comprehension. In this opportunity, the researcher wants to explore literal and inferential reading comprehension on eight grade students. To do it, the researchers research many students and then try to explore the achievement of student in level of reading comprehension. And the researcher chooses SMP PGRI Karangampel as a place for research. There are



many students learn English language in daily activity, which also enable them to learn reading comprehension.

Reading comprehension is the process of getting the information or construct meaning from the reader and writer. There are some levels of comprehension in reading. In this case, levels mean different depth of understanding, different analysis of what is meant. Berry (2005) stated there are four levels of reading comprehension, they are: 1) Literal level: At the literal level the basic facts are understood. The questions in literal level can be answered by reading the text at glance, because it is usually directly stated in the text. 2) Inferential level: At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. The questions in inferential level could be answered if the reader understands the whole text well. The answers are not stated directly in the text, but it was often implied in the text. 3) Critical level: At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. 4) Creative level: At the creative level the reader can take information or ideas from what has been read and develop new ideas of them. The creative level stimulates the reader to new and original thinking. These levels of comprehension are what make a reader skilled. With that thought in mind, it has been shown that strong readers make good writers.

To be able to understand the contents of the reading material is needed for reading comprehension is good also. Understanding is one important aspect of reading because in essence the understanding of reading materials can improve reading skills themselves or for a specific purpose to be achieved. Thus, the ability to read can be defined as the ability to understand reading material. As H.G. Tarigan's statement (1986: 37) that purpose of reading is comprehension not speed.

Based on the statement above, the researcher will explore literal and inferential reading comprehension on eight grade students. And also the researcher takes some previous studies to know about reading comprehension has been studied and what the gaps are them. In that previous studies, the researcher divides several parts which are the same context. The first, Sasmita (2012) with



her title “Identifying Students’ Abilities in Understanding English Reading Texts: A Case Study at The Second Year Students of Smkn 1 Gangga in Academic Year 2012/2013”. The second, Arisvianti (2013) researched about the Effects of Pre-Questioning Technique on the Reading Comprehension Achievement to the Second Grade Students of SMAN 1 Arjawinangun. And the last is Wendy Fabrikant (1999) researched about improving students’ inferential and literal reading comprehension. Here, the researcher take a gaps and position on the area.

From the previous study above, the researcher is interested to explore literal and inferential reading comprehension on eighth grade students. This study is needed to be researched in order to help students who have difference in level of reading comprehension and their difficulties in understanding English reading text. Responding to this condition, first, the researcher tries to explore level of reading comprehension on eighth grade students. Second, the researcher tries to explore students’ difficulties in understanding English reading text. Hopefully, this study can give the inspiration and contribution for students who are difficult in comprehending the text. Finally according to the background of word cards above, the researcher researched the problem in this case with the title “exploring literal and inferential reading comprehension on eight grade students.”

1.2 Focus of the study

Based on the background of the study above, some problem can be identified that the student have problem in comprehend the text and different in the level of reading comprehension.

In this research, the researcher explored students’ ability in level of reading comprehension and their difficulties in understanding English reading text. And the student which be explored by researcher is ten students in which they had learnt English in the class, in which they also is applied any strategy like pre-reading strategies and post-reading strategy by teacher. And the research object choose by researcher is in SMP PGRI Karangampel.

Furthermore, the researcher delimits the study in reading comprehension. So, the researcher focus on difference and achievement of students in level reading comprehension and their difficulties in understanding English reading text. This



study is really important to be researched because it can give solution for students who get difficult problem in comprehending texts.

1.3 Formulation of the Problem

Formulation of the problem in this study also includes the field of the research, kinds of the research and main problem of the research.

1.3.1 The Field of the Research

Field of this research is reading comprehension. Reading comprehension in general viewed is the resulting from the four way interaction between readers, text, task, and structured activity (Carrel, 1988). The researcher wants to conduct the research in students' level of reading comprehension and their difficulties in understanding English reading text because as long as time the students learnt English in the class and their ability also different in understanding reading text.

1.3.2 The Kinds of the Research

The researcher mentioned the kind of the research when the students in the class. The kinds of this research is descriptive qualitative. Level and difficulty in reading still occurred while the students learning English. Many cases in learning reading in junior high school, especially second grade students, one of them is the student majority able to English reading text, but they get difficulties in understanding the text and also the students' level is different in reading comprehension. This case occurs toward students because many factor. Here the researcher found their level in reading comprehension and their difficulties in understanding English reading text.

1.3.3 The Main Problem of the Research

Based on the problem above, the researcher takes the main of problem; it is about students' achievement in level of reading comprehension, especially in level literal and inferential of reading comprehension and also difficulties of students in understanding the text. As the researcher know that students' ability in reading comprehension is different. Thus, the researchers explore their level in reading comprehension to know deeply.



1.4 The Question of the Research

Based on the background of the problem and the identification have described accordance with the research of “*Exploring literal and inferential reading comprehension on eight grade students*”.

Therefore the questions of the problem are as follow:

- 1) What level of reading comprehension do the students master in?
- 2) What are students’ difficulties in understanding English reading text?

1.5 Aims of Research

The aims of this study are related to the problems formulated above.

They are:

- 1) To explore level of reading comprehension mastery of students
- 2) To explore students’ difficulties in understanding English reading text

1.6 Significance of Research

Above all, this research is aimed to understand and know students’ ability in level of reading comprehension. Theoretically, this study intended to:

- 1) The results of this research are expected to be beneficial for students to improve their knowledge and skill especially in comprehending English reading texts.
- 2) This study is expected contribute to the following researchers, especially in the material literal and inferential level of reading comprehension.

Practically, this study gives contribution to reading area:

- 1) This research can give the inspiration and contribution for students who have difficult in comprehending English reading text. So that, the students get motivated to always read.
- 2) The researcher hopes this study give description to the teachers of how this student capability in reading comprehension is.



1.7 Previous Studies

There are some researchers that have conducted the same area with this research. The first, Sasmita (2012) with her title “Identifying Students’ Abilities in Understanding English Reading Texts: A Case Study at The Second Year Students of Smkn 1 Gangga in Academic Year 2012/2013”. This study was aimed to find out the students’ level of abilities in understanding English reading texts and the factors may make the students had difficulties in understanding English reading texts. Based on the research findings the factors that may make the students have difficulties in understanding English reading texts were related to vocabulary, grammar knowledge, and reading interest.

The second, Arisvianti (2013) researched about the Effects of Pre-Questioning Technique on the Reading Comprehension Achievement to the Second Grade Students of SMAN 1 Arjawinangun. In this research, the writer found that pre-questioning technique had a significant effect on the students’ reading achievement. It could be seen from the result of post-test from experimental class which showed improvement on students’ achievement. The calculation also showed that t-observed was higher than t-table which meant that the research hypothesis was accepted. In the other word, there were significant effects of using pre-questioning technique on the students’ reading comprehension achievement.

And the last is Wendy Fabrikant (1999) researched about improving students’ inferential and literal reading comprehension. In this research, the data from Schools A and B indicated a definite growth in the IRL and the GE levels. The results from the attitudinal survey showed that reading has become more enjoyable to most of the targeted students. The teacher researchers have observed that reading has become easier across the curriculum. Classroom teachers who are having difficulties improving students’ motivation to read, as well as, improving inferential and literal reading comprehension skills may want to incorporate the following interventions: Teacher Read Aloud and SSR time, Accelerated Reader Program, Brainstorming of Prior Knowledge, Predicting and Inferencing, DRTA, Graphic Organizers, QAR, Self-Monitoring Questions, and Literary Circles. The teacher researchers feel strongly that the above interventions should be taught in



the same sequence as stated in the action plan because each intervention serves as a bridge to the next intervention. For the interventions to succeed teachers should introduce one intervention at a time and model it. The students should be given ample time to internalize the intervention. Also having an uninterrupted block of time (60-90 minutes) five days per week is beneficial for success. The reason the teacher researchers felt their action plan was successful was because they provided a variety of interventions to appeal to the diverse multiple intelligences that exist in a classroom. These interventions can be adapted to any grade level.

1.8 Frame of Thought

In this section, the researcher presents the general theory of reading, reading comprehension, definition of literal and inferential level reading comprehension which are considered to be a valid basis and expected to the research findings and data analysis.

1.8.1 Complex Nature of Reading

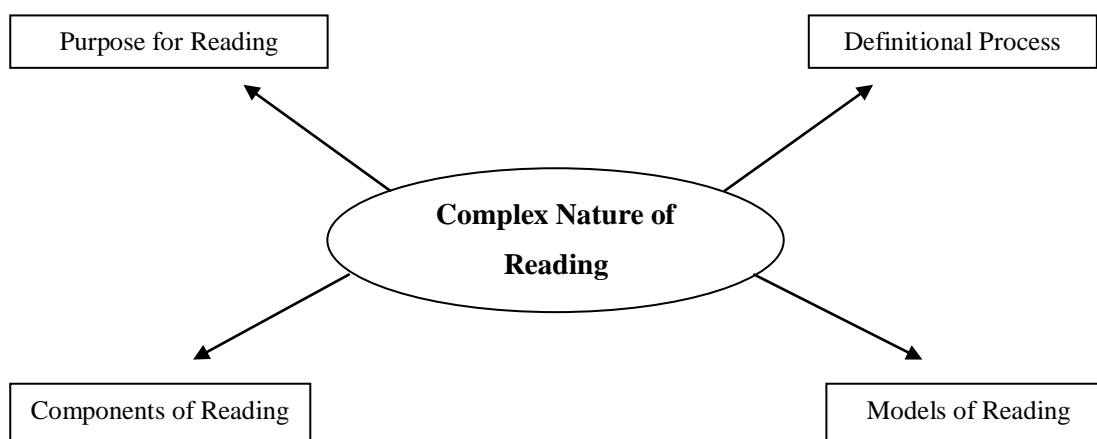


Figure 1.1: An overview of reading comprehension (Grabe, 2002: 32)



1.8.1.1 The Definition of Reading

Reading is the process of constructing meaning from written texts. Even definitions of reading that emphasize meaning indicated that reading is activated by print. The reader must be able to comprehend the written words into meaningful language. According to Grabe and Stoller (2002: 3), reading is the ability to draw meaning from the printed page and interpret this information appropriately.

Moreover, Rahmatullah (2013) explained that reading is the meaningful interpretation of printed or written verbal symbols. This activity is not simply looking. It involves deriving meaning from printed words. It requires a high level of muscular coordination. The reader is not only seeing and identifying the symbols, but also understanding the meaning. Based on the definition, present researcher concludes that reading is an active process of grasp new information which is needed by readers. It is an activity to understand the meaning of written or printed text.

1.8.1.2 Purpose of Reading

According to Grabe and Stoller (2002: 6), there are seven of purposes for reading such as:

- 1) Reading to search for simple information (typically scan the text for a specific piece of information or specific word)
- 2) Reading to skim quickly (guessing where important information might be in the text)
- 3) Reading to learn from texts (person needs to learn a considerable amount of information from text)
- 4) Reading to integrate information (require critical evaluation of the information being read so that the reader can decide what information to integrate)
- 5) Reading to write (or search for information needed for writing)
- 6) Reading to critique texts
- 7) Reading for general comprehension

Because reading is ability, so that ability should built when the people still children, and they will get more information and knowledge. Children can take



advantage of free time with activities that are more useful as more information is received can broaden the thinking of children.

1.8.1.3 Models of Reading

In this part, Grabe (2002: 25) clasifies methaporical models of reading into three parts. There are bottom-up, top-down and interactive models of reading, particularly in L2 discussions.

These models represent metaphorical generalisations that stem from comprehension research conducted over the past four decades. As an initiation into thinking about reading comprehension, these models serve useful purposes; however, they do not clarify more recent research advances.

1. Bottom-up model, one side consists of experts who claim that the process of reading begins with letters and their sounds (phonics). They support bottom-up model to explain the reading process. Additionally, Harmer (2007:270) describes that in bottom-up processing, the reader focuses on individual words, phrases, cohesive devices, and understands the text by combining those detail parts to make a complete understanding. Reader builds meaning from the smallest units of meaning to achieve comprehension (Grabe, 2002: 32).
2. Top-down model, top-down model of the reading process believe reading as mainly "externally guided". Grabe (2002: 26) gives a statement that reader generates meaning by employing background knowledge, expectations, assumptions, and questions, and reads to confirm these expectations. To accomplish this sampling efficiently, the reader directs the eyes to the most likely places in the text to find useful information. The mechanism by which a reader would generate expectations is not clear, but these expectations might be created by a general monitoring mechanism (i.e. an executive control processor). Inference is a prominent feature of top-down models, as is the importance of a reader's background knowledge. For example, Pre-



reading activities (i.e. activating schema, previewing, and predicting) with background knowledge.

3. Interactive model, according to de Debat (2006:13), “the interactive model acknowledges that lower level processing skills are essential for fluent and accurate reading; it also emphasizes that as bottom-up processing becomes more automatic, higher-level skills will become more engaged”. In spite of the fact that the field of teaching of reading today is strongly influenced by top-down processing perspectives, efficient and effective reading involves both processes interacting simultaneously. Reader uses both bottom-up and top-down strategies simultaneously or alternately to comprehend the text (Reader uses top-down strategies until he/she encounters an unfamiliar word, then employs decoding skills to achieve comprehension)

1.8.1.4 The processes involved in fluent reading comprehension

Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. However, comprehension abilities are much more complex than this definition suggests.

Grabe (2002: 11) states that fluent reading is:

1. A rapid process, fluent reading must occur *rapidly* in almost any purposeful context, and the more rapidly a text is (successfully) read, the better the various processing components are likely to operate.
2. An efficient process, related to rate is the notion that specific processes must be carried out *efficiently* in combination if comprehension is to take place. That is, the various processes involved in comprehension must be coordinated and certain processes need to be carried out automatically.
3. An interactive process, reading is interactive in the sense that linguistic information from the text interacts with information activated by the reader from long-term (linguistic and background) are essential for building the reader’s interpretation of the text.



4. A strategic process, balancing the many skills needed for comprehension also requires that the reader be *strategic*. The reader needs to recognise processing difficulties, address imbalances between text information and reader knowledge, and make decisions for monitoring comprehension and shifting goals for reading.
5. A flexible process, being a strategic reader means being able to read *flexibly* in line with changing purposes and the on going monitoring of comprehension.
6. An evaluating process, reading is an *evaluating* process in that the reader must decide if the information being read is coherent and matches the purpose for reading. This evaluation also extends to the reader's motivations for reading, the reader's attitudes toward the text and topic, the reader's feelings of likely success or failure with text comprehension, and the reader's expectation that the information from the text will be useful
7. A purposeful process, reading is always *purposeful* not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally.
8. A comprehending process, reading is also a *comprehending* process. The notion of comprehending is both obvious and subtle. It is obvious in that any person could say that understanding a text is the purpose for reading; it is less obvious with respect to the ways that such understanding might be carried out by the reader, as will be seen in the next section
9. A learning process, this aspect of reading should be evident to anyone who works in academic settings where the most common way for students to learn new information is through reading
10. A linguistic process, reading is fundamentally a *linguistic* process (rather than a reasoning process, a common perspective in the 1980s and 1990s), though this aspect of reading is often downplayed (as is the visual aspect). It makes little sense to discuss or interpret a text without engaging with it linguistically.



1.8.1.5 Components of Reading Abilities

Grabe (2002: 13) outlines the way that reading comprehension processes are likely to work for skilled readers, assuming a purpose of general comprehension of a longer text.

For the sake of simplicity, Grabe (2002: 14) has divided this explanation of skilled reading into two parts: *lower-level processes* and *higher-level processes*. It should be noted that we do not assume lower-level processes to be in any way easier than higher-level processes.

Table 1.1 Working memory processes for reading

Working memory processes for reading	
<p>Lower-level processes</p> <ul style="list-style-type: none"> • Lexical access • Syntactic parsing • Semantic proposition formation 	<p>Higher-level processes</p> <ul style="list-style-type: none"> • Text model of comprehension • Situation model of reader interpretation • Background knowledge use and inferencing • Executive control processes

Working memory is the best understood informally as the network of information and related processes that are being used at a given moment. Working memory refers to the information that is activated, or given mental stimulation, for immediate storage and processing. Working memory for reading involves the active use of cognitive processes such as recognising and storing word information, using syntactic information, connecting pronoun references, building overall text structure, integrating and restructuring information, establishing main ideas, assessing inferences and adapting reader goals.



1.8.1.5.1 Lower-level processes

The lower level processes represent the more automatic linguistic processes and are typically viewed as more skills-oriented.

a. Lexical access

Lexical access is the calling up of the meaning of a word as it is recognised (The most fundamental requirement for fluent reading comprehension is rapid and automatic word recognition)

b. Syntactic Parsing

Syntactic parsing is when a fluent reader is able to take in and store words together so that basic grammatical information can be extracted to support clause-level meaning. The ability to recognise phrasal groupings, word ordering information, and subordinate and superordinate relations among clauses quickly is what allows fluent readers to clarify how words are supposed to be understood.

c. Semantic proposition formation

Words that are recognised and kept active for one to two seconds, along with grammatical cueing, give the fluent reader time to integrate information in a way that makes sense in relation to what has been read before. As meaning elements are introduced and then connected, they become more active in memory and become central ideas if they are repeated or reactivated multiple times.

1.8.1.5.2 Higher-level processes

The higher-level processes generally represent comprehension processes that make much more use of the reader's background knowledge and inferencing abilities.

a. Text model of comprehension

The most fundamental higher-level comprehension process is the coordination of ideas from a text that represent the main points and supporting ideas to form a meaning representation of the text. As clause-level meaning units are formed (drawing on information from syntactic parsing and semantic



proposition formation), they are added to a growing network of ideas from the text.

b. Situation model of reader interpretation

The situation model of reader interpretation accounts for how a reader can understand both what an author is trying to say (as the text model) and how the reader can interpret that information for his or her own purposes (the situation model).

c. Background knowledge use and inference

The text model of comprehension, and then to the elaborated situation model of reader interpretation, both background knowledge and inferencing take on greater importance. Interestingly, it is at the point when the reader is interpreting the text (the situation model of reader interpretation) that wrong or incomplete background knowledge, or faulty inferences, can lead a reader, even a fluent reader.

d. Executive control processes

Text-model and situation-model construction require the abilities to oversee, or monitor, comprehension, use strategies as needed, reassess and re-establish goals, and repair comprehension problems. an executive control processor (or monitor) represents the way that we focus selective attention while comprehending, assess our understanding of a text and evaluate our success.

1.8.2 Reading Strategies

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

Sample reading strategies (Grabe, 2002: 10):

a) Specifying a purpose for reading



- b) Planning what to do/what steps to take
- c) Previewing the text
- d) Predicting the contents of the text or section of text
- e) Checking predictions
- f) Posing questions about the text
- g) Finding answers to posed questions
- h) Connecting text to background knowledge
- i) Summarising information
- j) Making inferences
- k) Connecting one part of the text to another
- l) Paying attention to text structure
- m) Rereading
- n) Guessing the meaning of a new word from context
- o) Using discourse markers to see relationships
- p) Checking comprehension
- q) Identifying difficulties
- r) Taking steps to repair faulty comprehension
- s) Critiquing the author
- t) Critiquing the text
- u) Judging how well purposes for reading were met
- v) Reflecting on what has been learned from the text



1.8.3 Kinds of Reading

Besides the reading strategies, there are five kinds of reading that the researcher wants to set forth, according to Ali al khulli (1976:64), as follows:

1.8.3.1 Intensive Reading

The purpose of intensive reading is to teach new words and new patterns therefore the reading material designed, reading is usually a little higher than the student level.

In preparation for intensive reading, the teacher present to the class unfamiliar words and unfamiliar patterns. After such presentation, the reading material is discussed and handled thoroughly as the content spelling, vocabulary, pronunciation.

1.8.3.2 Extensive Reading

The reading material here is usually within or probably a little below the student's level its main purpose is enjoyment and reinforcement of previously learned and grammatical structures. The reading material is usually a group of short stories or novel. The kind of reading sometimes called supplementary reading because it is supposed to supplements intensive reading.

The teachers assign a chapter for home reading. Students may have be given question on the assigned to answer at home or may be required to prepare some question with their answer depending on the class level. The chapter will be the subject of discussion in the following period.

1.8.3.3 Silent Reading

Silent reading is reading comprehension. It is described as silent because it is supported to perform silently, without labial movements or the vibrations of vocal cords. Imply that graphic forms are usually perceived and transformed into meanings and ideas without passing through the vocal stage.

1.8.3.4 Reading Aloud

Reading aloud is another type of reading that may be used at class on the condition that it is employed purposefully. Students may read aloud to give



the teacher a chance for checking their pronunciation, word stress, intonation, and understanding.

1.8.3.5 Model Reading

Model reading is reading performed by the teacher as an example to be limited by students when they read aloud. It is usually comes after reading but before reading aloud.

Model reading may take either of these two forms. The first, the teacher reads the whole passage with the students listening to thin without repetition. This form may be called undivided model reading. The second form is divided model reading. The teacher reads a sentence and students repeat that sentence after him. Then the teacher moves to the next sentences, with the students repeating after each sentence if the sentence is rather long, the teacher has to device it into meaningful units and pause after each unit so as to give students enough time to repeat.

1.8.3.6 SQ3R

SQ3R is kind of reading as advanced students is expected to often do in reading textbook or short story, SQ3R consist of these five steps:

- a) Survey (S). The reading starts with surveying the book or chapter he intends to read. This survey provides the reader with a general idea about the content of the reading material: its sequences, assumptions, main themes, and conclusions.
- b) Questions (Q). After surveying, the students set some major questions the reading material aims at giving reading answer to these questions guide the teacher, in the following steps, to the information he has to focus on and the answer has to look for.
- c) Reading (R). After setting the main questions, the students read the text or short story, preferably with a pen in his hand to underline key concepts and prominent ideas, add some comments or symbols of his own and the number some classifications.



- d) Recitation (R). Then the students recite what he has read in a process similarly to self-evaluation. Through the student will be able to check whether he can recall what he has created or not.
- e) Review (R). In light of recitation, the student can locate which parts of the reading he can recall and which parts he cannot recall. This location will guided his review, which is necessary for overcoming the effect for forgetting partly caused by the more elapsing of time.

1.8.3.7 Skimming

Sometimes one reads to get a general idea of certain reading material. In such a case, one lets his eyes pass ever headlines, title, subtitle, topic sentence, conclusion, and summarizes. Such reading is used when a reader does not examine a text thoroughly or his time does not allow him to do so. We often skim in the case of newspaper, magazines, short story, books, and etc. Thus skimming obviously contrasts with intensive reading and SQ3R in respect of degree of concentration involved in the reading process.

1.8.4 Micro and Macro Skills of Reading

Brown (2003) explains that there are two kinds of skills that the reader should have. They are micro skill and macro skills.

1.8.4.1 Micro skills of reading

Here are some micro skills of reading:

- a) Discriminating among the distinctive graphemes and orthographic pattern of English.
- b) Retaining chunks of language of deference lengths in short-term memory.
- c) Processing writing at an efficient rate of speed to suite the purpose.
- d) Recognizing a core of word, and interpreting word order patterns and their significance.
- e) Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- f) Recognizing that are particular meaning may be expressed in deferent grammatical forms.



- g) Recognizing cohesive in written discourse and their rule in signaling the relationship between and among clauses.

1.8.4.2 Macro skills of Reading

Here are some macro skills of reading:

- a) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognizing the communicative function of written text, according to form and purpose.
- c) Inferring context that is not explicit using background knowledge.
- d) From describe events, ideas, etc., inferring link and connection between events deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, generalization, and exemplification.
- e) Distinguishing between literal and implied meaning.
- f) Detecting cultural specific references and interpreting them in context of the appropriate cultural schemata.
- g) Developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of texts.

1.8.5 Aspect of Reading

In general, there are two important aspects of reading. Those are mechanical skills and comprehension skills.

1.8.5.1 Mechanical Skills

Tarigan (2008: 12) states that “characteristic of mechanical skills are considered in lower order”. The aspects are recognizing the letter form, recognizing the elements of linguistic, recognize the correlation between syllable and sound, and speed reading to lower rates.

- a. Recognizing the letter form

Recognizing the letter form is a capability in knowing the form of letter such pictures, lines, and points in which have good arrangement. Teachers should be



able to recognize the letter forms to the learner by introducing the purposes of letter that involves in a text.

b. Recognizing the elements of linguistic

Recognizing the elements of linguistic is a capability in relating the signs in paper such picture in language. It is done in order to comprehend the language because it's impossible to learn reading comprehension without a capability on understanding the language. Based on the elements of linguistic formally, there are some elements of linguistic namely phoneme, word, phrase, sentence, paragraph, chapter or book.

c. Recognizing the correlation between syllable and sound

Teaching students to identify the correlation between syllable and sound is called phonics. Phonics is based on the systematic teaching of sound and letter's relationships, as well as sound and spelling patterns.

d. The speed reading to lower rates

Students can be fast or slow in reading text. They read fast to find out the information and writer's idea. Then, they will slow in understanding those information and ideas more deeply.

1.8.5.2 Comprehension Skills

Tarigan (2008: 12) states that "characteristic of comprehension skills are considered in higher order". The aspects of comprehension skills are comprehending the simple meaning, comprehending significance or meaning, evaluation or assessment, and flexibility of reading speed.

a. Comprehending the simple meaning

In understanding a text, students should know about lexical, grammatical, and rhetorical of a language being learning.

b. Comprehending significance or meaning

Reader or learner should know the writer's purposes in the text such as to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. By talking to students about the different purposes for reading, the students will become more aware of what to focus on the text which they read.



c. Evaluation or assessment

In reading a text, students should know the content and the form of a text. Thereby, evaluation and assessment are needed to know the ability of students in understanding the content and the form of text.

d. Flexibility of reading speed

Flexibility of reading speed means that the learner should manage the time when they read a text. It is based on the situation and condition that they have at the time.

1.8.6 Reading Comprehension

According to Tarigan (2008), reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in which recognize and comprehend written symbols are influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

Comprehension has same meaning with understanding. It is capability to grasp meaning in a text and also the writer's idea. It is readers' ability to understand the author's message which is influenced by their background knowledge in the topic given by the text. According to Hornby (1995: 235), "comprehension is means and has excessive aimed in improving or testing one's understands of a language whether written or spoken". Comprehension is not only need in student's reading activities, but also to measure the ability of each student in classroom. Carrel (1988) states that "reading comprehension in general viewed is the resulting from the four way interaction between readers, text, task, and structured activity.

The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations. Moreover, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It entails three elements: the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part.



Considering this sentence whether it can be read and comprehended: “Apple banana blue walk tree happy sing”. Surely students are able to read each of the words in that sentence and understand what they meant independently. An apple is a fruit that is usually round and red, green or yellow. A banana is another fruit that is yellow. Blue is a color and so forth. However, when you look at the sentence as a whole, it does not make a sense.

This nonsense sentence demonstrates the difference between being able to read words and comprehend text. In short, reading comprehension is the act of understanding what readers are being read. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading doesn't provide the reader with any information.

1.8.7 Level of Reading Comprehension

According to Westwood (2001: 30-31), comprehension has four levels, such as literal level, inferential level, critical level and creative level. The four levels will describe in the following:

1.8.7.1 Literal level

At the literal level the basic facts are understood. For example, knowing that the Lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors are noisy; she has complained to the landlord before. This information is contained explicitly in the text. And then, the criteria of literal level are as follow:

- 1) Use common question like what, when, where and who.
- 2) The test in this category is objective test dealing with true or false, multiple chose and fill in the blank question.

1.8.7.2 Interpretative level

At the interpretative level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes



that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain. The reader also gathers that the landlord is becoming a little frustrated or irritated by Miss Chow's complaints. The test in this category is subjective test and the types of question asked are open ended, thought-provoking questions like why, what if and how.

1.8.7.3 Applied level

At the applied level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader knows he could be exaggerating. Critical and inferential reading together probably makes the reader feel that moving up to the 18th floor may not suit Miss Chow and it is not a good solution.

1.8.7.4 Appreciate level

At the appreciate level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and the landlord receives complaints, the tenant will be asked to leave within one week. The reader might also be able to suggest other ways of dealing with Miss Chow's problem; or might write a short story indicating what happens next time Miss Chow is disturbed by her neighbors.

1.8.8 Literal level of Reading Comprehension

Literal is refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times and locations. According to Burns, Roe, & Ross (1999), define literal comprehension as ability to understand directly stated ideas in the text thereby follow written directions, recognize details and sequence, and understand cause-effect relationships.

It means that literal comprehension is simply what the text says. This is a very important level of understanding because it provides the foundation for more



advanced comprehension. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader or students is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns.

1.8.9 Inferential level of Reading Comprehension

Inferential of reading comprehension are the conclusions based on what one already knows and judgments based on given information of the text. According to Burns, Roe, & Ross (1999), define interpretative comprehension as reading between the lines and making inference in order to derive ideas that are not directly stated in the text. As such, interpretive comprehension includes inference about main ideas, implied cause-effect relationships, and understanding pronoun and adverb referents.

Interpretive comprehension also includes detecting the mood of a passage and the author's purpose in writing it, drawing conclusions, and interpreting figurative language. It means that inferential comprehension deals with what the writer means by what is said. Readers start with the stated information in the text. This information is then used to determine deeper meaning that is not explicitly stated. Determining inferential meaning requires reader to think about the text and draw a conclusion. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

1.8.10 Reading difficulty

Difficulties can be defined as something difficult; or thing hard to do or to understand that which occasions labor or perplexity, and requires skill and



perseverance to overcome, solve or achievement. In English matter, some students may have difficulty in reading, a difficulty in reading comprehension defined as the inability to make sense of the text, often is associated with delays in language comprehension. Oberholzer (2005) stated that “reading difficulty refers to problems associated with reading and it was causing to fall behind in terms of reading requirements within the classroom”. In this research, researcher use the term reading difficulties which mean the problems that are faced by the students in understanding English reading text, they difficulties in understanding because there are factor although they had learnt English in the school. The factors difficulties are learner’s background, the teaching technique, and the learner’s environment. Westwood (2001) mentioned three factors contribute as the cause of students’ difficulties in understanding text. They are located within the learner’s background, the teaching technique, and the learner’s environment. Therefore, the researcher revealed that there were students felt difficulties in understanding English reading text and the students’ difficulties could influence their level in reading comprehension.

1.7.11 Understanding English Reading Text

Oberholzer (2005) stated that “understanding the reading text is far more important than knowing the mechanical skill of reading. Without comprehension, reading would serve no purpose.” It means that understanding the text is very important to be achieved by the students because reading is not simply about mechanical skill. It helps the readers to understand the word, learn about the past and plan for the future. In order to understand text, Westwood argues that readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. Furthermore, Westwood (2001) said that efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, understanding the text is not easy thing, so that is why there are many students find difficulties in understanding the text.



Moreover, Kuswidyastutik (2003) said that “someone’s understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions.” Since the common questions on the text are primarily about the main ideas, finding reference, identifying specific word and an inference that can be drawn from the passages, the researcher considers that those questions are the basic difficulties faced by the students in understanding the text. The researcher shows the possible difficulties faced by the students while understanding the text.

1.9 Method of Research

The researcher decided to use qualitative research and the kinds of qualitative research using descriptive qualitative and the method is using document analysis and interview. Qualitative research is connected with range of different methods. This method can also be used to find out whether students’ achievement on literal or inferential of reading comprehension and their difficulty in understanding English reading text on Eight Grade Students of SMP PGRI Karangampel.

From the definition above the researcher get the point that the research qualitative has to search data and collecting them, it can via document analysis and interview. To do it, researcher makes a good formulate in order to the students can answer that and then the researcher gain a lot of the data.

1.9.1 Research Setting

Researcher conducted the research at SMP PGRI Karangampel. The school is located in Karangampel. The researcher chooses this school because based on the observation the researcher found problems in reading comprehension especially on Eight Grade Students at SMP PGRI Karangampel. They can read but there are partially of students does not understand the meaning of the text. In this case, there are probably explanations that can be used to explain this condition. The students probably know the word and can read but partially of they do not understand the meaning. The researchers want to do explore the level and difficulties of students in understanding English reading text in this school and



hope the student to enrich and improve their knowledge and skill especially in comprehending English reading texts.

1.9.2 The Object of the Research

Research object describes an emerging method for the identification and aggregation. The object of the research is to make clear the research such as population and respondent, those are as following:

1.9.2.1. Population

Arikunto (1998: 115) declares that population is the subject research. While Fraenkel, et al (2009: 91) says that the population is the larger group which one hopes to apply the result population. In this research is VIII (Eight) grade students SMP PGRI Karangampel that consist of two class and the total numbers of the Eight grade students of SMP PGRI Karangampel are 80 students.

The researcher choose the eight grade students of SMP PGRI Karangampel because the class of eight grade is effective learning. It means that eight grade students in their process learning is effective and they learned reading comprehension. Because for ninth grade is following try out to face National Examination, so the lerning process is not like in eight grade.

1.9.2.2 Respondents

In this study, there are 10 respondents who are taken from class A that consist of 40 students in the class. The researcher choose 10 selected students who was interviewed to take a deeply information. At such times, a researcher may use purposive sample. On one occasion, based on previous knowledge of a population and the specific purpose of the research, researchers use personal judgment to select a sample. In purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought. In many cases purposive sampling is used in order to access 'knowledgeable people', i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience (Ball 1990). Therefore, the



researcher need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. This smaller group or subset is the sample. Experienced the researcher started with the total population and work down to the sample. According to Bailey (1978), by contrast, less experienced researchers often work from the bottom up, that is, they determine the minimum number of respondents needed to conduct the research.

In this study, researcher takes the data ten students who can be categories as the respondents because some reason. The first, this research is purposed to be reference and example how comprehend the texts. The second, this research is hoped giving contribution for students who have problem how comprehend English reading texts. And the last, this research is to know their level of reading comprehension.

1.9.3 Research Design

In this research, the researcher is occupying qualitative research. Qualitative research is one kind of research producing findings that cannot be achieved when using statistical procedures or any other means. In common, qualitative research can be used to find information around society, history, behavior, functional of organization, social activity, etc (Strauss and Corbin in Cresswell: 1998: 24). Bogdan and Biklen, S. (1992: 21-22) pointed out that qualitative research is one of research procedures descriptive data like spoken and written forms and behavior of people experimented.

Some reasons of working with qualitative method suit to its common characteristics (Cresswell, 2009: 175-6):

- 1) Qualitative method suits the issue where the researcher is going to find the result.
- 2) The type of the research needs description to get an end. And it requires no number in collecting data.
- 3) Research is often conducted in field, allowing direct interaction.
- 4) Researchers collect data by examining documents, observing behavior, or interviewing participants.



- 5) Researcher interprets of what are seen, heard, and understood.

1.10 Research System

The research system is some step to make clear the research such as step of the research, technique of collecting data and data analysis, those are as following:

1.10.1 Steps of the Research

The researcher adopts the stage of the research from Ary et al (2006, 31-33). There are numbers of the stages in conducting qualitative research:

- a. Selecting the problem

The first step of this research of is selecting the problem to be investigated. Because this research is qualitative research, this research begins with a general that the topic researcher interests. In this research, researcher is interested to investigate the level of students in literal and inferential of reading comprehension and difficulties in understanding English reading text.

- b. Review on the problem

Researcher review the relevant literature to gain more understanding and insight into the problem and to determine what research may already have been done. Here the researcher reviewed about level of reading comprehension and students' difficulties in understanding English reading text.

- c. Designing the research

In this step, research design how the research conducted. The design in this research is through qualitative research.

- d. Collecting the data

This step aims to collect the necessary data of the research to reveal the research findings. To collect the data and test are planned.

- e. Analyzing the data

After the collecting the research data, the next step researcher analyze the data and presented in the research findings. Some techniques of data analysis are used in this research.

- f. Interpreting the Findings and Stating conclusion



After analyzing the data and finding the majority of data, then they are analyzed and tested by researcher.

g. Reporting Result

After all stages are done, then comes the last one. The last step is writing down the research findings that are in description form in form of report.

1.10.2 Techniques of Collecting Data

In conducting this study the researcher uses several ways of collecting the data, they are:

1.10.2.1 Documents analysis

In collecting the data, the researcher concern on primary data is documents analysis. Document analysis is a systematic procedure for reviewing or evaluating documents-both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007). Documents contain text (words) and images that have been recorded without a researcher's intervention.

According to Grabe (2002: 174), document analysis is a collection of sets of documents that are relevant to the research questions (students' exercise, worksheets, writing assignments projects, student records). Documents can be classified into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents (Ary, D et al., 2010: 442). In this research, it displays the documentation of the students' results of written test.

1.10.2.2 Interview

The second technique of collecting data for this research is interview. Arikunto (1998) defines interview as dialogue acted by interviewer in order to gain information from interviewer. This interview aims to know the students' difficulties in understanding English reading text.



The researcher used interview for his much data. In this research, the interview is taken to collect the data in the form of information of the students' assumption and perspective as the respondent, as well as the participant that may give additional information. Moreover, the researcher will use audio tape recording while interview, as Fraenkel, et al, (2012: 457) states: While the interview is going on, therefore, it is essential to record as faithfully as possible what the participant has to say.

This research used structure interview and the students as participant in this research. It means that the researcher interview the participants based on the guidance of interview. As Lodico, et al, (2010:124) states "A structured interview is one which the researcher comes to the interview with a set of questions, does not deviate from those questions, and asks the same questions of all participants." The researcher conducted the interview with students as participants but different question.

1.10.3 Data Analysis

After collecting data, the researcher analyzes data. Data analysis in qualitative research adapted from Lodico, et al., (2006: 304), there were six steps of data analysis, such as: (1) preparing and organizing the data, (2) reviewing and exploring the data, (3) coding data into categories, (4) constructing descriptions of people, places, and activities, (5) building themes, (6) reporting and interpreting data. To get the result of students' answer the first steps s researcher will be preparing and organizing all of data that can be support such as documentation and interview, the second steps researcher reviewing and exploring the data, the third create a coding to make easier see the data. "Coding is the process of identifying different segments of the data that describe related phenomena and labeling these part using broad category names (Lodico, et al., 2006: 305). The codes describe general categories that can be used to organize the information contain in the data itself. Also, with the codes the reader can be understood easily. So, in this case, the researcher provides the coding as follows:



Table 1.2 Code names and categories

Code Names	Code categories
S1	Students 1
S2	Students 2
S3	Students 3
S4	Students 4
S5	Students 5
S6	Students 6
S7	Students 7
S8	Students 8
S9	Students 9
S10	Students 10

Then, researcher constructing about the people, place and activities than describe, next building the themes and the last reporting and interpreting data.

1.11 Research Timeline

Below the research timeline that researcher needs to complete the research. It starts from the middle of March till May to do the research because researcher has to make preparation, get school permission to collect the data until analyzing the data:

Table 1.3 Research Timeline

No	Activities	Month														
		March				April				May						
		1	2	3	4	1	2	3	4	1	2	3	4	5		
1	Preparation															
2	Collecting Data															
3	Analyzing Data															





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